

ENGLISH LANGUAGE TEST

GRADE NINE

Semester Two

First Session

Name			
School		Class	

Write your answers on the Test Paper
Time: 2 hours **Pages: 10**

TEST SCORES	LISTENING	10	
	GRM/VCB	10	
	READING	10	
	WRITING	10	
	TOTAL	40	

LISTENING 1 (Items 1-5)

(5 marks)

You are going to hear five people speaking. Who are they talking to?
 Listen and for each item, shade in the bubble under the correct option.

patient	mechanic	passenger	child	tourists	pupils
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|----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

LISTENING 2 (Items 6-10)**(5 marks)**

You are going to hear about **sailors**.

Listen and for each item, write a short answer (**not more than FOUR WORDS**).

6. Which country did the early Arabs travel to?

7. When did the Omani sailor write his book?

8. What instrument did Arab sailors use for measuring their position?

9. What was the name of the ship built in 1980?

_____.

10. How long is it from Muscat to Canton?

_____.

**LISTENING
SCORE**

10

GRAMMAR/VOCABULARY 1 (Items 1-5)**(2½ marks)**

For each item, read the definition and the example.

Then complete the word in the space provided.

You are given the first letter(s) of the word. Make sure your spelling is correct.

Example: (noun) a room where food is prepared and cooked
e.g. They keep the fridge in the **kit c h e n**.

1. (adjective) attractive with many colours

She had dressed in **colo** _ _ _ _ _ clothes.

2. (noun) means of communication

In big cities, usually people speak different **lang** _ _ _ _ .

3. (adverb) not sad

The children were playing in the garden **hap** _ _ _ _ .

4. (verb) to go to see places or people

Ali and Ameer **vi** _ _ _ their grandparents every month.

5. (noun) the place where planes land or take off

We arrived at the **air** _ _ _ _ at 8 a.m. and our flight was two hours later.

GRAMMAR/VOCABULARY 2 (Items 6-10)

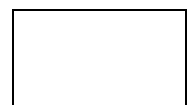
(2½ marks)

Complete the text. For each item, shade in the bubble under the correct option.
(There are five extra words in the box.)

Seafood is a healthy food; (6)_____ annual production of (7)_____ 150 million tons of important resources feed the world's growing population: providing the primary protein source (8)_____ over a billion people. About half of all the fish and seafood we eat (9)_____ caught in the seas or oceans, and the other half is coming (10)_____ open fish farms in Asian rivers and coastal areas.

is	an	food	on	from	about	a	how	for	or
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- | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



GRAMMAR/VOCABULARY 3 (Items 11-20)**(5 marks)**

Complete the unfinished words in the text.
Make sure you **spell** each word **correctly**.

EXAMPLE:

"Good morning! My name's Ahmed Al-Zedjali and I'm a student at a school in Muscat. I'm in Grade Six. My favourite subject is Maths."

TEXT

Trees **pro**_____ oxygen for us to breathe and absorb the carbon dioxide **w**____ exhale, purifying our **a**____. A single tree supplies **en**_____ oxygen for four people in **o**____ day and stores 13 pounds of carbon dioxide a year; an acre **o**____ trees removes 2.6 tons of carbon dioxide **i**____ a year. Trees **al**____ absorb other **har**_____ pollutants such **a**____ carbon monoxide and sulfur dioxide.

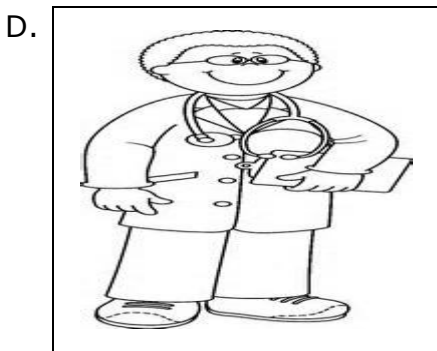
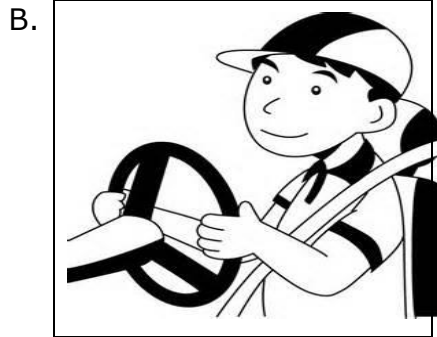
**GRM/VCB
SCORE**

10

READING 1 (Items 1-4)

(4 marks)

Match the texts with the pictures. For each text, shade in the bubble under the correct option.



Pictures

Texts

A	B	C	D	E	F
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1. My car had a problem a week ago. It stopped suddenly on my way to work. He came with his tools and fixed it.
2. He plans houses, bridges, and roads. He helps us to construct various useful buildings and structures.
3. He visits different countries very often. He travels very fast and spends many hours in the sky because he loves flying.
4. Ahmed loves his job. He takes his passengers to many different places in his town. He follows the traffic rules properly.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



READING 2 (Items 5–10)**(6 marks)**

Read the text. For each question, write a short answer (not more than FIVE WORDS).

We listen to the news reports about food shortages in many parts of the world. Millions of people find it difficult to have a full meal a day. Including children suffer because of this situation in many countries. Don't we produce enough food grains in the world? Why people suffer without food? In fact, we produce a lot food grains. In my opinion, we do not use them properly. This causes the problem. Millions of people throw away a lot of food. If we avoid wasting food, many need not to suffer without food.

Within the European Union people throw away on average 179 kg of food per person per year. If nothing is done, the trend will increase. In Sweden alone, we throw away a million tons of food waste per year. The EU Parliament has set a target to halve food waste by 2025. According to Sweden's Environmental Protection Agency savings of SEK 18-28 billion could be achieved if food waste could be reduced by 20% by 2015 (the Swedish currency is the Kronor, SEK).

Every third bag of items used in cooking is thrown away because of past expiry dates. This is poor management of natural resources, a waste of money and bad for the environment. Now researchers are trying to find out ways of avoiding this waste. They are planning to use new technology using mobile phones to find out if a food item is safe or not.

READING 2 (cont'd)

For each item, shade in the bubble next to the correct option.

5. How do we come to know about the food shortages of the world?

- From school From office From news

6. How many people waste their food in the world?

- thousands millions hundreds

7. How much food is thrown away by a person on average in the European Union per year?

- 179kg 100kg 200kg

8. What amount of food waste does the European Union want to achieve by 2025?

- 10% half 30%

9. How much SEK can they save by reducing 20% of food waste?

- 10 billion 20-25 billion 18-25billion

10. What are the researchers trying to find out now?

- To buy more food To avoid food waste To stop food production

**READING
SCORE**

10

LISTENING 1 (5 mks)						
	passenger	patient	pupils	mechanic	tourists	child
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Notes: One mark each. Responses must be indicated clearly.

LISTENING 2 (5 mks)	GRM/ VCB 1 (2.5 mks)
<p>6. China</p> <p>7. 15 th century</p> <p>8. A wooden tablet/ instrument</p> <p>9. Sohar</p> <p>10. 6000 miles</p>	<p>1. colourful</p> <p>2. language</p> <p>3. happily</p> <p>4. visit</p> <p>5. airport</p>
<p><i>Notes: One mark each. Complete accuracy in grammar and spelling is not required, but answers must be <u>clearly</u> and <u>convincingly</u> correct.</i></p>	<p><i>Notes: Half-a-mark each. Spelling <u>must</u> be correct.</i></p>

GRM/ VCB 2 (2.5 mks)										
	is	an	food	on	from	about	a	how	for	or
6.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
9.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: Half-a-mark each. Responses must be indicated clearly.

GRM/ VCB 3 (5 mks)	
<p>11. Produce</p> <p>12. We</p> <p>13. air</p> <p>14. enough</p> <p>15. one</p>	<p>16. of</p> <p>17. in</p> <p>18. also</p> <p>19. harmful</p> <p>20. as</p>

Notes: Half-a-mark each. Spelling must be correct, including grammatical endings.

READING 1 (4 mks)						
	A	B	C	D	E	F
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes: One mark each. Responses must be indicated clearly.

READING 2 (6 mks)			
5.	<input type="radio"/> From school	<input type="radio"/> From office	<input checked="" type="radio"/> From news
6.	<input type="radio"/> thousands	<input checked="" type="radio"/> millions	<input type="radio"/> hundreds
7.	<input checked="" type="radio"/> 179kg	<input type="radio"/> 100kg	<input type="radio"/> 200kg
8.	<input type="radio"/> 10%	<input checked="" type="radio"/> half	<input type="radio"/> 30%
9.	<input type="radio"/> 10 billion	<input type="radio"/> 20-25 billion	<input checked="" type="radio"/> 18-25 billion
10.	<input type="radio"/> To buy more food	<input checked="" type="radio"/> To avoid food waste	<input type="radio"/> To stop food production
<i>Notes: One mark each. Responses must be indicated <u>clearly</u>.</i>			

WRITING 1 (4 mks)	
4	<ul style="list-style-type: none"> – Presents all the information, fully and clearly. – Writing is well-organised and coherent, with only minor language errors.
3	<ul style="list-style-type: none"> – Presents most of the information, clearly enough. – Writing contains some noticeable language errors and sometimes lacks coherence.
2	<ul style="list-style-type: none"> – Manages to present only some of the information; important points are missing or unclear. – Language contains frequent errors, some of which obscure meaning.
1	<ul style="list-style-type: none"> – A <u>very</u> feeble attempt at the task, presenting very little information. – Language used is extremely limited and/or seriously distorted.
0	<i>No attempt at the task: EITHER Irrelevant (Completely unrelated to the topic/ information provided) OR Just copied from the Q-paper OR Hardly any writing at all, or not written in English OR Complete nonsense</i>

WRITING 2 (6 mks)	
6	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>very positive indeed</u>. – Writing clearly succeeds in achieving its purpose. – Uses language which is very appropriate to reader and context. – A good range of structures and vocabulary, with an excellent level of accuracy.
5	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>positive</u>. – Writing succeeds to a large extent in achieving its purpose. – Uses language which is appropriate to reader and context. – A fair range of structures and vocabulary, with a good level of accuracy.
4	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>fairly positive</u>. – Writing has reasonable success in achieving its purpose. – There are clear attempts to use language appropriate to reader and context. – Grammar and vocabulary are reasonably correct, though limited in range.
3	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>mixed</u>. – Writing has partially achieved its main purpose, <u>but</u>: – Some of the language used is inappropriate to reader and context. – There is a noticeable lack of accuracy in the use of grammar and vocabulary.
2	<ul style="list-style-type: none"> – Impact on intended reader(s) is <u>rather negative</u>. – Writing only has very limited success in achieving its purpose. – There is little evidence of attempts to use appropriate language. – Grammar/Vocabulary contain frequent serious errors.
1	<ul style="list-style-type: none"> – Impact on intended readers(s) is <u>very negative</u>. – Writing clearly fails to achieve its intended purpose. – There is no evidence of any attempt to use appropriate language. – The language used is extremely limited and/or seriously distorted.
0	<p><u>No attempt at the task</u>: <u>EITHER</u> Irrelevant (Completely unrelated to the task/ instructions) <u>OR</u> Just copied from the Q-paper <u>OR</u> Hardly any writing at all, or not written in English <u>OR</u> Complete nonsense</p>

Listening Script

Listening 1

1. Welcome to this wonderful country. Today I am going to take you to two interesting historical places: a fort and a beautiful palace.
2. Please write these sentences in your exercise books now. Then bring them to me. I want to correct them.
3. The village is about 20 km from here. I can take you there in 15 minutes. I take OR 1 as fare for each person.
4. Take this medicine for four days. You will be alright. If there is any problem, please come to me again. I will give you another medicine.
5. Come on, it's time to get up. You'll be late to school. Your breakfast is ready. Please get up. It's already 7 o'clock.

Listening 2

The early Arab sailors found their way to China. They could sail a quarter of the way round the world, when European sailors could only sail a few miles. No one knew how they did it.

Ahmed Ibn Majid was an Omani sailor. He was from Sur. He was one of the most famous sailors of his time. He wrote a book on navigation in the 15th century.

Arab sailors used a simple wooden instrument to measure their position in the sea. The wooden tablet was about three inches wide with a hole in the middle. There was a piece of string with a knot in it through the hole. They used this wooden tablet along with stars in the sky to measure their position in the sea.

In 1980, a copy of an old sailing ship was built in Sur. The ship was named Sohar. With an Irish captain called Tim Severin and an Omani crew, this ship sailed 6000 miles from Muscat to Canton in China. Although they had a compass and a radio with them, they also used the stars to navigate, like the Omani sailors of a thousand years ago. This trip to China was called "The Sindbad Voyage" and the story was described by Tim Severin in a book in 1982.